

**I n s t i t u t e .  
o f W o m e n ' s  
P r o f e s s i o n a l  
R e l a t i o n s .**

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# **To**

*Act as a clearing house for information on the entrance of women into business and the professions.*

*Survey and chart present opportunities for college women.*

*Study new opportunities for advancement and service in specific occupations.*

*Cooperate with business and professional groups in securing facts on necessary aptitudes and training.*

*Cooperate with educational institutions in planning for functional education.*

*Study the problems involved in the changing position of women in economic life and in the home.*





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# INSTITUTE of WOMEN'S PROFESSIONAL RELATIONS

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## *Statement of Purposes*

SINCE the turn of the century, and especially in the past ten years, we have seen women entering many new fields and attempting many new tasks. It has not always been true that they have been fully prepared for the particular occupations which they embraced—and there have been some occupations they have rarely undertaken because they were not prepared at all. But whether or not preparation has been adequate, the process has been steadily growing; and, more and more, women have entered such fields as business, the professions, the arts and sciences.

Today we are seeing, to an increasing degree, what seems to be a new woman—with new interests new responsibilities, and new ways of occupying herself. What has changed, of course, is not woman herself but her status



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in a rapidly developing industrial and business world.

To discuss the causes for this changed status in any complete fashion, we should be required to talk about steam and steel construction, transportation and electric power, science and specialization, the rapid growth of modern business methods and professional activity, the greatly increased mobility of the population and the swift and widespread interchange of ideas.

If such causes were carefully traced, and their implications fully developed, we should arrive at a picture both of the occupational world and of the changing relation of women to that world. Along with a new industrial tempo and professional specialization, there has come the constant increase in the number of women employed in business and the professions. There has come also an increase in the permanency of their employment—an increase in the number of unmarried women so employed, an increase in the number of married women so employed.

But there has been a lack of general understanding concerning the occupations into which women might go, the aptitudes and training required, and the opportunities. There has been a lack of knowledge of the relation be-



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tween the home life and professional interests of women. There has been no concerted or central effort to develop ways and means for adjusting women's training to new needs—for balancing education and economics.

### Square Pegs

Several situations come immediately to the attention of those who observe. One of the first is that a few fields of work, such as teaching, have drawn large numbers of college-educated women. There has been a concentration which has not always seemed to be logical or desirable—and it has been suggested that this concentration may be the result primarily of a direction given by educational preparation and not of a universal and natural tendency on the part of women to enter these fields.

It is fairly clear also, that some occupations are preferred by women who are not fully prepared to undertake them with the greatest profit to themselves, to the business or profession in which they are engaged or to society. Yet, with the number of women who seek employment in these occupations growing constantly, it is hardly possible that misfits will be avoided.

The wastage of human abilities which results from this unavoidable recurrence of the



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old story of "square pegs in round holes," while not recorded or consciously felt in its full force, is tremendous.

Our literature, our stage, and our conversation, testify to the considerable confusion created by the changes in women's activities. Our educational institutions, particularly our colleges, are now confronted with the problem of giving adequate preparation to women whose educational training is to be followed by new and diverse careers.

### **College Women—After College**

Is the college woman of today prepared to take her place in the fields which she wishes to enter? How far are college women, as a whole, supported by the educational structure in their participation in the business and professional life created by industrial and scientific achievement?

These questions have been attacked partially and in limited ways. Individual studies of great significance have been made by widely separated agencies. Some colleges are recognizing the difficulties and the necessity for meeting them and, in their bureaus of appointment and vocational guidance, are doing excellent work—but the number is exceedingly



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small. Furthermore, no one college or small group can undertake to collect and disseminate national information on the work of women. But this must be done if we are to organize curricula which will further the development of a real program for functional education.

What seems to be needed most now is an agency which can assemble and coordinate the results of all investigations and undertake a program of continuing surveys to determine precisely what college women may do and what they should be prepared to do. Such an agency would undertake a systematic program of discovery and experiment, cooperate with all interested elements—business, the professions, educational institutions — and act constructively as a national clearing house for information and planning.

Because of this need, a special committee of the American Association of University Women studied the situation and made plans for such an organization.

## **A Program**

As soon as the formation of the Institute of Women's Professional Relations was proposed, with a definite five-year program for carrying this work forward, unusual interest was mani-



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fested both by educators and by leaders in fields where women are today finding occupation as well as in fields which may be expected to attract women in greater numbers.

The immediate interest which has been shown suggests that the formation of such an organization as the Institute is somewhat in the nature of hastening the inevitable—that the centralization of information on occupations for college women is essential and would have been dictated, sooner or later, by existent needs.

The study undertaken by the Committee appointed by the American Association of University Women interested the North Carolina College for Women which offered to set aside, for the use of the Institute, a ten-room building and to contribute part of the time of the Vocational Director of the College. When it was decided to establish the Institute, this offer was accepted.

## **Working Organization of the Institute**

An Executive Committee appointed by the Board of Directors of the American Association of University Women, is to be the supervisory body and is to act as a Board of Direc-



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tors for the Institute. It is to consist of not less than twelve members serving for three years, one-third retiring each year. Members will be eligible for re-appointment.

Although it is intended that the Board shall be representative, members will be appointed as individuals, not as representatives of particular organizations. The first Board has been selected with a distinguished personnel — its membership is given on page 20.

The permanent staff is to consist of a Director appointed by the Board and a suitable number of assistants. The Director will maintain contacts with other groups and organizations—industries and industrial associations, business organizations, research and scientific associations, educational institutions and professional bodies.

Mrs. Chase Going Woodhouse, Vocational Director, North Carolina College for Women, has been selected as Director of the Institute. Mrs. Woodhouse has been active in studying the occupations of women and all phases of the problems which have been mentioned or suggested here.

She has been in charge of the Division of Economics, Bureau of Home Economics, United States Department of Agriculture, conduct-



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ing research on the standards of living of business and professional families with special study of successful individuals and families. She is Chairman of the section on Economic and Social Problems of the Home, American Home Economics Association, and Chairman of the Committee on Economic and Legal Status of Women, American Association of University Women. In the latter capacity she has made studies on the occupations of 25,000 university women.

Her long experience in practical education, embracing work at Smith College, the Vassar Institute of Euthenics, Columbia University and the University of Iowa, together with her present intimate contacts with 2,000 students at the North Carolina College for Women, gives her a pre-eminence in the field which assures progressive and profitable direction of Institute activities.

Plans for the work of the Institute have been formulated on the basis of an initial five-year program with \$60,000 a year for each of the five years. Financial support is being given by private individuals—a nucleus having already been subscribed. This sketch of proposed activities is presented for the information of those who might be interested in associating themselves with this program.



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## How the Institute Will Function

The work contemplated by the Institute looks definitely toward the coordination of business and professional requirements with women's educational work, the cultivation of greater interest in pre-professional courses and the profitable entrance of college women into various fields such as merchandising, finance, production, specialized professional service.

It is, in other words, immediately practical in its aims. It does not expect to accomplish these in over-night fashion—quite apparently sound research and analysis are necessary—it proposes a continuing program based upon alert cooperation with interested groups, constructive use of all available material, and study of actual cases, a program which cannot fail to produce results of great importance to students, graduates, makers of college curricula, employers, and society at large.

Some of the detailed work of the Institute may be suggested—for convenience, under the six headings which follow:

### 1. A Clearing House

Records of individual experience have been made but they have not been assembled and



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their cumulative significance studied by any national agency. Scattered studies have been sponsored by different colleges and by other agencies, and various investigations are being carried on by individuals.

It would be the purpose of the Institute to draw together all of these individual records and studies, and use them as a starting-point for a definitely planned program of continuing research.

Typical details:

The Institute staff would assemble, classify and abstract information already in existence.

Maintain a list of present investigations in various fields.

Formulate and develop research projects on the basis of cooperative investigations and experiments.

Provide technical suggestions and advice on programs of special study.

Develop classified and annotated bibliographies.

Act as a coordinating agency in bringing together groups which are mutually interested in certain problems.

Disseminate information to students, colleges, business and professional groups, and the general public.

All of this work will lead to an increasingly clear understanding of the situations which should be studied. Through national surveys, the Institute will be able to determine the rela-



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tive importance, feasibility and urgency of specific problems.

Systematic courses on occupations for women are being given in a number of colleges. Instructors in such courses are constantly seeking current facts and, by functioning as a national clearing house, the Institute will be prepared to supply valuable material, both in the form of suggested outlines of study and widely gathered factual evidence.

None of the work done by the Institute will duplicate any now being carried on. On the other hand, the resulting coordination will eliminate duplication.

One of the first steps in the Institute's program will be to survey those occupations which are now open to college women and the opportunities which they offer—to secure definite information concerning specific occupations, the abilities required, opportunities for advancement, salaries, training.

## **2. Present Opportunities**

In what occupations are women now engaged? How many college women are in each of the different occupations? These are questions of fact upon which complete information is not available. If present opportunities can



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be charted for the benefit of all, it will be possible to lay before the individual college woman what amounts to a "map" of present occupations now presenting clear possibilities.

The Institute proposes also to analyze the special abilities and training required or preferred by business and professional groups who are now finding places in their work for college women. This will make it increasingly possible for women to be judged on the basis of preparation and ability rather than upon accidental factors, guesses and dimly understood possibilities.

### 3. New Opportunities

The concentration of college women in a few fields of work is well known but actual figures are rare. Only one general study of the occupations of college women has been published and that covered comparatively few colleges and is twelve years old.

The American Association of University Women has recently completed a survey of its members. The figures are not completely tabulated but the 7,000 returns indicate that teaching is still the outstanding occupation in this group. Here and there a college has surveyed its own alumnae. A recent list of types of work



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desired by alumnae of Smith College shows 375 asking for teaching as against 407 for all other occupations. In calls for alumnae 235 were for teachers and 133 for all other occupations. In the 1925 census of Smith alumnae there were listed 1701 in teaching or education administration and 1720 in all other occupations. Oberlin has just made a study of all its alumnae. Of these working 57% are in teaching.

While it is highly desirable to have an adequate supply of well equipped women in the teaching field our knowledge of individual differences and aptitudes makes it seem somewhat unlikely that all of these women have made the best choice. Does it perhaps mean, as has been suggested, that they have gone into teaching because that has been the trend of their training in the colleges, or because there has not been information on other fields of work?

#### **4. Cooperation with Business and Professional Groups**

The Institute of Women's Professional Relations will carry on a practical program for discovering new opportunities for advancement and service by college women in specific occu-



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pations. It will endeavor to discover what is actually known of the work of educated women outside of those few occupations they have embraced in considerable numbers; and where definite information is lacking, it will endeavor to develop that information.

In assembling facts on occupational opportunities, the Institute will cooperate with business and professional groups. Information on required and preferred preparation would lessen expense to business groups by decreasing the amount of training after employment which business houses are now forced to give.

By securing a fuller understanding of what is expected of women in various occupations and by transmitting this information to educational institutions as well as to students, the Institute will be able to assist very materially in focussing attention on pre-professional courses.

The Institute will endeavor, in every way possible to interpret business and professional needs to the colleges—to work out programs for suitable functional education which will fit women for specific occupations. It will be ready to act as a coordinating agency in bringing together any groups which may have a mutual interest in special situations. Its work may well be of great usefulness to business or-



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ganizations in eliminating the wastes incurred by insufficient preliminary training.

## **5. Cooperation With Educational Institutions**

Through its continuing plan of research, the Institute will aim to make its work of immediate and practical value to the colleges of the country. Each progressive step in the field, wherever taken, will be studied by the Institute and given widespread and profitable publicity among educators. Thus the best that is being done will be made available promptly.

The staff of the Institute will be engaged constantly in assembling pertinent facts and experiences, in developing suggested courses of study suited to particular occupational needs, in furnishing special material for special purposes, and in promoting the full interchange of information.

As a link between professional life and the colleges, the Institute can accomplish a great deal in assisting education toward a more complete realization of the immense and practical possibilities for the functional education of women.



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## 6. Home Life and Professional Interests

Because the essential functions of education involve more than the mere routine training of individuals, because they embrace a responsibility for the preparation of individuals in ways that allow a combination of working efficiency and personal satisfaction, any broad program such as outlined here must include a definite concern with the relations between social and economic life.

It is well known that frequently there might be a much better adjustment between the home and women's professional interests. It is perhaps true that the lack of adjustment occurs often in instances where educational preparation has been slight. But even where some vocational training has been attempted and a rather high degree of general cultural education has accompanied that training, adjustments between home life and professional interests have not always been satisfactory. A broad view of the function of education cannot omit consideration of this problem, and both education and business will profit from an informed awareness of its existence and an active effort to give thought to its solution.



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Perhaps nothing will do more to further a real understanding of these relations and to correct attitudes and opinions which are too often built upon a very slim basis of fact, than constructive publicity growing out of the Institute's program and studies.

### A Suggestion

Persons who are interested in the program which has been stated and the problems which have been suggested are invited to investigate the work of the Institute of Women's Professional Relations.

The headquarters of the Institute are at Greensboro, North Carolina, and the Director of the Institute, as well as the Chairman of its Board of Directors, will be glad to amplify this statement for any interested individual. They believe that this program is of manifest importance and that it presents an opportunity for pioneer work in a field which is of great significance to women, to education and to the business and professional worlds.



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**A RESEARCH  
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ASSOCIATION OF  
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**Headquarters:  
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# PUBLICATIONS

## Bulletin Series

**Occupations for college women. A bibliography.**  
pp. 290. 1929.

Cloth, \$2.00  
Paper, \$1.00

Lists over 1,800 titles of books and periodical and pamphlet material describing occupations for college women, the work actually done, the day by day processes, the personal qualifications desirable, general education and specific training required and other material of value to deans and advisers of girls in high schools and to all those interested in vocational counseling at the college level and in the work of women in business and the professions. Chapters are included on student personnel, on problems of the professional woman, and on vocational tests.

"Has filled the need more adequately than any other to date." *Journal of Higher Education*, December, 1930.

**Supplements, 1930 and 1931.**

Each .25

**Women and the Ph.D. A study of 1,025 women who have taken the degree since 1877. pp. 212. 1929.**

\$1.00

This study presents a fascinating account of these women and their occupational histories, why they took the degree, its cost and how they financed it, its rewards, their advice to others in regard to taking it and when to take it. Their reactions to the writing of the thesis, and other pertinent topics are fully discussed. This is the first answer to the oft repeated question, "Is the Ph.D. worth while?"

**Fellowships and other aid for women in graduate and professional schools. pp. 413. 1930.**

\$1.00

A complete list of graduate fellowships and other aid open to men and to women is given. For those open to women full information is included as to the value of the award, when and where to apply,



requirements and other details. The bulletin is designed as a ready reference book for all interested in graduate work in the United States or abroad. It covers the American colleges and universities, the special professional schools, including those for fine arts, the foundations and other organizations offering awards for special work.

**Supplements, 1930 and 1931.**

Each, .25

**Women's work and education.**

\$1.50 a year.

Issued four times a year in October, December, February and April. Contains clippings and abstracts of items and articles of interest on women's work and activities from many current newspapers and magazines; also comprehensive lists of new books, special reading lists and at times original articles dealing with some field of work for women by specialists in that field. Designed for use in high school and college classes and by personnel and guidance agencies.

## **Reprint Series**

**Married college women in business and the professions.** .25

Reprinted from the Annals, May, 1929.

**Some facts about women in banking.** .25

Reprinted from American Bankers Association Journal, September, 1930.

**The demand for college trained women.** .25

The results of a comprehensive study made for the International Labor Office. Reprinted from the Journal of the American Association of University Women, January, 1931.

## **Studies in Progress**

**Business women with home economics training.**

Made in co-operation with the Business Section of the American Home Economics Association. Besides the findings from the survey this book will



